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| Technology Integration for Meaningful Classroom Use |
| Daily Lesson GAME Plan |

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| Lesson Title: What are the different types of weather and how do they affect our lives? | Related Lessons: Seasons and how our area changes over the four seasons |
| Grade Level: Primary Students (K-1) | Unit: Weather |

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| GOALS |
| Science Content Standards:  Standard 1.0.A.1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations.  Standard 1.0.A.1.b. Seek information through reading, observation, exploration, and investigation.  Standard 1.0.A.1.c. Use tools to extend their senses and gather data.  Standard 5.0.B.1.a. Recognize and describe temperature changes of the land, air, and water using senses and thermometers.  Technology Literacy Standards:  Standard 3.0.A.1. Explore and use technology tools in an instructional setting for learning.  Standard 3.0.B.1. Explore and use technology in an instructional setting to encourage collaboration.  Standard 4.0.A.1. Explore how technology is used for communication. |

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| ISTE NET-S |

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| X 1.Creativity and innovation | X 4.Critical thinking, problem solving, decision making |
| X 2.Communication and collaboration | 5.Digital Citizenship |
| X 3.Research and information fluency | X 6. Technology operations and concepts |

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| Instructional Objective(s):  Students will make observations about the weather over a period of time to determine the different types of weather that our area experiences. The students will determine how the different weather conditions affect our lives. Students will consider how to dress in certain weather conditions. Students will consider what activities happen in different weather conditions such as growing crops and recreational activities. This experience is designed to help students expand their understanding of the world around them and become more aware of other people and cultures. |

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| ACTION |
| Before-Class Preparation:  Complete the lesson on the four seasons that we experience over the year and how our area changes over that time. Locate online resources for the students to explore. Schedule time to go to the library to collect books about weather for student use. Get familiar with the use of Weatherbug from our local resource. Develop the daily grid for students to note their weather observations as a team. Set up and prepare materials for students to use voicethread. Make contact with another teacher so that our students can communicate via e-Pals. |

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| During Class |

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| Time | Instructional Activities | Materials and Resources |
| 10 minutes each day over the period of the observations.  20 minutes each day  Once a week for 30 minutes  20 minutes  30 minutes | Students will go outside to observe the weather conditions and track their results. Students will use thermometers to measure the air temperature. Students will conduct their observations over a three week period.  Students will observe the weather conditions from the local Weatherbug location and compare their results to the Weatherbug results.  Students will go to the library to get information about the different types of weather that is experiences throughout the world.  Students will research the different weather patterns found around the world in the four seasons.  Students will work in pairs to produce a picture and paragraph about the weather pattern and what they like to do during that time. Students will work collaboratively and with adult supervision and complete their voicethread. The voicethread will be added to the classroom blog post. | Clipboard and thermometers for each pair of students.  Daily grid so that students can notate their observations on a daily basis.  Weatherbug  Library materials  Paper for picture and paragraph. Microphone and voicethread technology. Adult volunteers in the classroom to assist students. |

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| MONITOR |
| Ongoing Assessment(s):  Anecdotal assessments will be conducted in order to not student progress through observations.  Accommodations and Extensions:  The students will consider different weather patterns over the world and consider how these patterns affect the lives of other people. In order to make contact with other people in different areas and learn about the weather conditions that they experience, students can develop E-Pals accounts and communicate current weather conditions and what they like to do in this type of weather.  In order to customize the activity for diverse students learning, students will have access to online resources, streaming videos, and books from the library. Students will work in pairs as they conduct their research in order to develop their collaboration skills. |

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| EVALUATION |
| Lesson Plan Reflections and Notes:  The students will produce a picture of their community experiencing a type of weather condition and produce a voicethread describing their picture and their findings. Each group’s voicethread will be posted on our classroom blog to share with parents and others. The completed assignment is assessed with the use of a rubric that addresses each component including participation, |